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### Development of the *Maharah Qira'ah* Test Using the Wondershare Quiz Creator (WQC) Application: From Needs Analysis to Evaluation / Pengembangan Tes *Maharah Qira'ah* Menggunakan Aplikasi *Wondershare Quiz Creator* (WQC): dari Analisis Kebutuhan hingga Evaluasi

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**Abstract:** This research aims to develop an assessment test for Arabic reading comprehension skills by utilizing the Wondershare Quiz Creator application. The research method used is Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). In the analysis stage, the needs and problems in the evaluation of Arabic reading comprehension skills were identified. The design stage includes the preparation of product specifications, the formulation of learning objectives, and the selection of materials. The development stage includes the creation of an evaluation tool based on the Wondershare Quiz Creator application. The product implementation was carried out through a trial with 30 students. The evaluation stage was conducted to assess the effectiveness of the product through statistical tests using the Wilcoxon Signed Rank Test, as well as pre-test and post-test. The research results show that the Wondershare Quiz Creator application is effectively used as an evaluation and assessment tool for Arabic reading comprehension skills. The significance value of 0.000 indicates a significant difference between the evaluation results before and after the use of the application. Students gave a positive response to the use of the application, which was considered capable of attracting interest, increasing motivation, and facilitating the evaluation process. This research concludes that the development of evaluation and assessment of reading comprehension skills using the Wondershare Quiz Creator application has been proven effective and can be an alternative for Arabic language teachers in conducting assessments of reading comprehension skills.

**Abstrak:** Penelitian ini bertujuan untuk mengembangkan alat tes penilaian keterampilan membaca pemahaman bahasa Arab dengan memanfaatkan aplikasi Wondershare Quiz Creator. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Pada tahap analisis dilakukan identifikasi kebutuhan dan permasalahan dalam evaluasi keterampilan membaca pemahaman bahasa Arab. Tahap desain meliputi penyusunan spesifikasi produk, perumusan tujuan pembelajaran, dan pemilihan materi. Tahap pengembangan meliputi pembuatan alat evaluasi berbasis aplikasi Wondershare Quiz Creator. Implementasi produk dilakukan melalui uji coba kepada 30 orang peserta didik. Tahap evaluasi dilakukan untuk menilai keefektifan produk melalui uji statistik menggunakan Wilcoxon Signed Rank Test, serta pre-test dan post-test. Hasil penelitian menunjukkan bahwa aplikasi Wondershare Quiz Creator efektif digunakan sebagai alat evaluasi dan penilaian keterampilan membaca pemahaman bahasa Arab. Nilai signifikansi sebesar 0,000 menunjukkan adanya perbedaan yang signifikan antara hasil evaluasi sebelum dan sesudah penggunaan aplikasi. Respon siswa terhadap penggunaan aplikasi dinilai positif karena mampu menarik minat, meningkatkan motivasi, dan memudahkan dalam proses evaluasi. Penelitian ini menyimpulkan bahwa pengembangan evaluasi dan asesmen keterampilan membaca pemahaman menggunakan aplikasi Wondershare Quiz Creator terbukti efektif dan dapat menjadi alternatif bagi guru bahasa Arab dalam melakukan asesmen keterampilan membaca pemahaman.



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## Introduction

Along with the rapid development of technology and information today, various applications and artificial intelligence have emerged that are very helpful, especially in the implementation of the learning process.<sup>1</sup> This opens up new opportunities to improve the quality of education and to present a more interesting and interactive learning experience for students while improving the quality of education can be done by evaluation.<sup>2</sup>

Evaluation is the work of the assessment process in learning to review the extent of students' achievements in achieving the educational goals that have been set.<sup>3</sup> As for teaching, evaluation is also interpreted as an assessment of the growth and progress of students toward the goals that have been set in the curriculum.<sup>4</sup> If the evaluation is ignored, then indirectly the educator ignores the results to be achieved by the norms that apply in education, and it will only be seen how students can graduate and get the desired results without any considerations in terms of implementing the principles of good and structured evaluation.<sup>5</sup>

Until now, the *maharah qira'ah* evaluation technique still seems monotonous by using questions and answer sheets given to students.<sup>6</sup> Even though the evaluation technique using this method has many weaknesses, including (a) the writing and images are not moving, and are only black and white.<sup>7</sup> (b) Questions in the form of *paper-based tests* tend to take a long time to correct, and the risk of cheating is quite high because all

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<sup>1</sup>Primanita Sholihah Rosmana and others, 'The Role of Technology in the Implementation of the Independent Curriculum at SDN Purwakarta Regency', *INNOVATIVE: Journal Of Social Science Research*, 3 No 2 (2023), 3097–3110 <<https://doi.org/10.31004/innovative.v3i2.570>>.

<sup>2</sup>Edy Supriyadi, M.Pd, 'Development of Evaluation Models to Improve the Quality of Electrical Engineering Education', *Journal of Electrical Education*, 1.1 (2017), 25–35 <<https://doi.org/10.21831/jee.v1i1.13254>>.

<sup>3</sup>Environmental Studies, 'Evaluation of Arabic Language Learning by Utilizing the MiSK Application', *Analysis of Financial Knowledge, Personality and Financial Attitudes to Financial Management Behavior*, 11.1 (2021), 192–201.

<sup>4</sup>Ibnu Rawandhy N Hula and Zulkifli Paputungan Mariana, Ana, 'Development of Hybrid Learning Based on Computer Assisted Test (CAT) Application in the Arabic Proficiency Test Program', *Admin: Journal of Islamic Education Management*, 9.1 (2021), 103–25 <<https://doi.org/https://doi.org/10.30603/tjmpi.v9i1.2063>>.

<sup>5</sup>Susan Davis-Becker, *Testing in the Professions, Aplikation of Educational Measurement and Assesment* (London and New York: Routledge, 2017), 01.

<sup>6</sup>Ayu Safitri, Eko Suyanto, and Ismu Wahyudi, 'Development of Collaborative Teamwork Learning Based Student Worksheets on Dynamic Fluid Materials for Senior High School Class XI', *Journal of Physics Education*, 7.1 (2019), 81 <<https://doi.org/10.24127/jpf.v7i1.1401>>.

<sup>7</sup>Sidik Mahfudin, Agus Sutanto, and M Ihsan Dacholfany, 'Implementation of Android-Based Learning Evaluation (Case Study at Muhammadiyah Vocational School in Metro Lampung City)', *POACE: Journal of Educational Administration Study Program*, 1.1 (2021), 1–11.

question sequences are the same and are not validated, so students can cheat on other students.<sup>8</sup> (c) it requires a lot of money to duplicate question sheets and answer sheets,<sup>9</sup> And (d) after the evaluation is carried out, the problem becomes more complex if the exam is completed, where the exam question sheets will accumulate into waste because it is no longer possible to use them as question sheets for the upcoming exam.<sup>10</sup>

To overcome these weaknesses, the use of a Computer-Based Test can be an effective solution.<sup>11</sup> TBK can avoid the problem of accumulating waste paper exam questions because the process of implementing and storing questions can be done digitally. By utilizing computer technology, exam questions can be easily managed, stored, and reused for future exams.<sup>12</sup> This can increase efficiency and reduce the environmental impact caused by the use of paper in the implementation of texts, is also expected to be an alternative to budget savings in paper procurement, and produce a report on the results of the selection exam quickly and accurately.<sup>13</sup>

Thus, computer-based tests can be an efficient and effective option for evaluating students' abilities in learning Arabic, especially in *maharah qira'ah*. Meanwhile, applications that are compatible with compiling *qira'ah* questions can use *Wondershare Quiz Creator (WQC)*.<sup>14</sup> The use of this application as a means of evaluation in different ways, so that Arabic subjects can be more interesting, fun, and not boring.<sup>15</sup>

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<sup>8</sup>Arin Yuli Astuti, Rifqi Rahmatika Az-zahra, and Ismail Abdurrozzaq, 'Learning Media Device Technology to Improve the Quality of Student Learning', 10.1 (2023), 48–57 <<https://doi.org/10.21107/edutic.v10i1.22863>>.

<sup>9</sup>Question Making and Others, 'Analysis and Study of the Literature on the Utilization of Beesmart', 10.4 (2023), 218–26.

<sup>10</sup> Adra Salsabillah, Lailatul Mauludiyah, and Mochammad Firdaus, 'Student Motivation in Completing Arabic Assignments Using Computer and Paper-Based Assessment Methods: Comparative Study', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 11.2 (2023), 167–80 <<https://doi.org/10.23971/altarib.v11i2.6044>>.

<sup>11</sup>Jaya Tata Hardinata and others, 'The Utilization of Computer Based Test (CBT) Applications at HKBP Hutabayuraja Private High School to Improve the Effectiveness of the Student Learning Evaluation Process', *Journal of TUNAS*, 4(1) (2022), 148–53 <<https://doi.org/10.30645/jtunas.v4i1.89.g87>>.

<sup>12</sup>Erna Kumalasari Nurnawati, Muhammad Sholeh, and Edhy Sutanta, 'Development of Information Technology-Based Exam Questions Using Wondershare Quiz Creator', *Jurnal Dharma Bakti-LPPM IST AKPRIND Yogyakarta*, 2.1 (2019), 27–37 <<https://doi.org/10.34151/dharma.v2i1.1313>>.

<sup>13</sup> Asmaa Alrayzah, Fawaz Alsolami, and Mostafa Saleh, 'AraFast: Developing and Evaluating a Comprehensive Modern Standard Arabic Corpus for Enhanced Natural Language Processing', *Applied Sciences (Switzerland)*, 14(12).5294 (2024), 1–27.

<sup>14</sup>Diah Rahmawati As'ari, 'The Utilization of Wordershare Quiz Creator in Making Arabic Questions', *Arabic: Journal of Arabic Studies*, 2.1 (2017), 37 <<https://doi.org/10.24865/ajas.v2i1.24>>.

<sup>15</sup>Mujiburrahman Syamsul Ma'arif, Suparmanto, Novina Inka Rahmawati, Vivi Nurhidayati, 'The Use of the Kahoot Method as an Evaluation Media for Learning Arabic Vocabulary 1', *Ta'birat Al-'Arabiyyah*, 2.1 (2024), 26.

So far, the research that discusses the use of the application of the tool used for evaluation is research conducted by Muhammad Abdun Jamil, et al. In the study entitled "Arabic Test Design Using the Wondershare Quiz Creator Application to Improve Maharah Istima",<sup>16</sup> it can be seen that the validation results by experts show an average overall score of 3.77. This means, that this product has proven to be effective in improving students' listening skills, as seen from the test results before (pretest) and after using the product (*posttest*). Furthermore, another research was conducted by Dony Ahmad Ramadhani entitled "Evaluation of Arabic Language Teaching with Google Online Media in Higher Education."<sup>17</sup> This research shows that the use of applications greatly helps the evaluation process to go in a better direction so that it can achieve maximum and structured results. Then a study was conducted by Petrus Dwi Ananto Pamungkas entitled "Computer Based Test (CBT) at Tarakanita High School Jakarta Using the Computerized Fixed-Form Method."<sup>18</sup> The results of this study show that the CBT application can see the recapitulation of the results of the exam and accelerate the process of assessing student exam results.

The results of the three studies show that the use of the application as an evaluation tool is very effective and feasible to use. However, the difference between this study and other studies is that it focuses more on the development of evaluation tests to improve *qira'ah maharah* using the WQC application.

The main purpose of this study is to develop a more interesting and less boring reading ability evaluation test design (*maharah qira'ah*) by utilizing the WQC application. The focus of the evaluation of reading ability includes three aspects: (a) understanding of the content of reading, (b) the ability to analyze the structure of reading, and (c) mastery of vocabulary related to the material (الطعام و الشراب) from the *Arabic Baina Yadaik* textbook. This textbook contains Arabic reading texts from various genres, such as narratives, descriptions, and expositions.

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<sup>16</sup> M. et al. M. A. Jamil, 'Arabic Test Design Using Wondershare Quiz Creator Application to Improve Maharah Istima', *Attractive : Innovative Education Journal*, 5.3 (2023), 1–12 <<https://doi.org/10.51278/aj.v5i3.956>>.

<sup>17</sup> Dony Ahmad Ramadhani, 'Evaluation of Arabic Language Teaching with Online Media in Universities', *Al Mi'yar: Scientific Journal of Arabic Language and Arabic Language Learning*, 2.1 (2019), 85 <<https://doi.org/10.35931/am.v2i1.105>>.

<sup>18</sup> Petrus Dwi Ananto Pamungkas, 'Computer Based Test (Cbt) at Tarakanita College Jakarta Using the Computerized Fixed-Form Test (CFT) Method', *Scientific Journal of Applied Information Technology*, 4.1 (2017), 54–61 <<https://doi.org/10.33197/jitter.vol4.iss1.2017.150>>.

## Methods

This research uses a *Research and Development (R&D) approach*. Borg and Gall explained that *R&D is a process used to develop and validate educational products*,<sup>19</sup> Meaning that research and development aims to develop and produce valid research products as needed.

The development of an evaluation test in the form of *maharah qira'ah* questions uses the *Wondershae Quiz Creator application*. The results of the design and development are validated by 3 experts, (material language and media). Each validation result was assessed using a Likert scale.<sup>20</sup> The data collection technique used in this study is to use test instruments given to students to assess how the Arabic learning process, especially in *maharah qira'ah*. After the test instruments are prepared, the test is given to small groups.<sup>21</sup> After that, the collected data is entered and analyzed using the Anates application, to produce validity, reliability, level of difficulty, discriminating power, and quality of the question item deceiver. The results of this assessment are then used to make improvements to the research instrument. The researcher used the ADDIE model. The model developed by Aldooie applies 5 stages of development as shown in the following figure.<sup>22</sup>



Picture 1. ADDIE Development Model

<sup>19</sup> Meredith Damien Gall, Walter R Borg, and Joyce P Gall. *Educational Research: An Introduction*. Longman Publishing, (1996: 10–24)

<sup>20</sup> Frida Akmalia, 'The Utilization of Ispring Suite Quizmaker for the Creation of Arabic Language Questions', 2019.2132 (2020), 235–38 <<https://doi.org/10.21154/tsaqofiya.v2i2.38>>.

<sup>21</sup> Diyah Lusiana and Wahyu Lestari, 'Affective Assessment Instrument of Character Education of the Nation Subjects of Pkn Smk', *Journal of Educational Research and Evaluation*, 2.1 (2013), 1–6.

<sup>22</sup> Rahmat Arofah Hari Cahyadi, 'Pengembangan Bahan Ajar Berbasis Addie Model', *Halaqa: Islamic Education Journal*, 3.1 (2019), 35 <<https://doi.org/10.21070/halaqa.v3i1.2124>>.

The Analysis stage includes a needs assessment aimed at determining the problems faced and the right solutions.<sup>23</sup> In the early stages, the researcher designed the *Arabic qira'ah maharah test* through the Wondershare Quiz Creator application. The results of field data collection in this study are in the form of an Arabic test question model which will later be developed with the Wondershare Quiz Creator application.

In the Design stage, the researcher makes a product design in the form of Arabic test questions.<sup>24</sup> As for the Development stage, the researcher entered the Arabic test questions that had been analyzed using the Anates application and revised back into the Wondershare Quiz Creator application and were ready to be implemented. Implementation refers to the implementation of media in the learning process and real situations or experiments carried out by small groups.<sup>25</sup> After implementation, the researcher conducted a response test using a Likert scale with very feasible criteria (81-100%, 61-80% feasible, 41-60% moderately feasible, 21-40% unfeasible, and very unfeasible 00-20%).

In this evaluation stage, the aim is to measure the final ability of students as application users and to detect the improvement of Arabic learning outcomes using the application.<sup>26</sup> This research was conducted at the Mts Al-Islam Telaga Biru school, Gorontalo Regency, with the research subject in the form of female students in grade VIII consisting of 30 people.

The types of data obtained in this study are data on question quality test results, pre-test results (before using the application), and post-test results (after using the application). To obtain data on the results of the question quality test, the researcher used the Anates application to obtain the results of the validity of the question items, the reliability of the test, the ability to discriminate, the level of difficulty, and the quality of the tricks.

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<sup>23</sup> Jeaniver Yuliane Kharisma and Aslim Asman, 'Berorientasi Pada Kemampuan Pemecahan Masalah Matematis Dan Prestasi Belajar Matematika The Development of Problem-Based Mathematics Instructional Materials Oriented to Students ' Mathematics Problem Solving Skill and Students ', *Indonesian Journal of Mathematics Education*, 1.1 (2018), 34–46.

<sup>24</sup> Muhammad Yusuf Salam, 'Development of Arabic Test Guides', 12.2 (2023) <<https://doi.org/10.32832/tek.pend.v12i2.14707>>.

<sup>25</sup> Husnul Hotimah, 'The Application of Problem Based Learning Methods in Improving Storytelling Skills in Elementary School Students', *Journal of Education*, 7.3 (2020), 5 <<https://doi.org/10.19184/jukasi.v7i3.21599>>.

<sup>26</sup> Aisyah Cahyani and others, 'Arabic Vocabulary: The Concept of Augmented Reality-Based Applications to Improve Mastery of Arabic Vocabulary', *JoLLA: Journal of Language, Literature, and Arts*, 1.8 (2021), 1158–70 <<https://doi.org/10.17977/um064v1i82021p1158-1170>>.

In analyzing the data obtained, the author uses Excel and SPSS (*Statistical Program for Social Science*). To test the validity of the questions in quantitative research, the researcher used Pearson's product moment correlation formula. This formula is used to calculate the correlation coefficient between the score of each question item and the total score. The correlation formula for Pearson's product moment is as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Keterangan:

$r_{xy}$  : Correlation coefficient between variable X (score of the item that answered correctly) and variable Y (total score of the correct answer)

n: Large number of samples

$\sum XY$  : The sum of the multiplication results between the score of item X and the score of item Y

$\sum X$  : Sum of all X item scores

$\sum Y$  : Sum of all Y item scores

The interpretation of the results of the calculation of the correlation coefficient (r) is; If the R of the Hang calculation is obtained greater than the R value of the table at the significance level of 0.05 or 5%, then the question item is declared valid. However, if the r calculation is less than the r value of the table, then the question item is declared invalid with a significance of 0.05 or 5%.

## Results and Discussion

### Results of Needs Analysis

At the analysis stage, the researcher identified the needs and problems that existed in the evaluation of the Arabic *qira'ah* of students. Based on the results of observations and interviews with Arabic teachers, several obstacles were found in assessing the *qira'ah maharah*. (1), The evaluation process is still carried out manually using written test instruments, so it takes a long time to process and process the results. (2), The available evaluation tools do not attract students' interest and motivation in taking the test. (3) A limited variety of question forms and assessment formats that can measure various aspects of *the qira'ah maharah*. (4), Difficulties in providing comprehensive feedback to students regarding their evaluation. Based on the analysis of the needs, the researcher sees an opportunity to develop an evaluation tool that can overcome the identified problems, namely by utilizing digital technology, namely the Wondershare Quiz Creator application. In the design and development of this evaluation

and test, the researcher used only one chapter and took the theme الطعام و الشراب (Food and Drink).

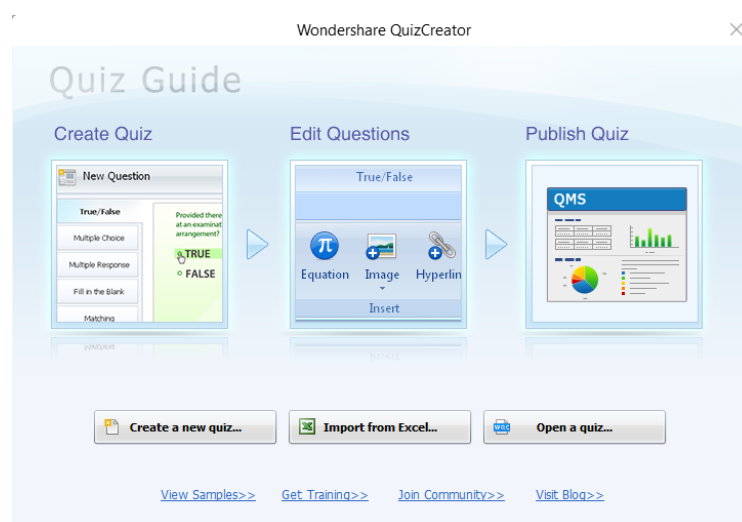
## Design Results

In this second stage, the researcher prepares question items in the form of text to measure *the maharah qira'ah* of students. The questions prepared amounted to 30 multiple-choice numbers. After compiling the question items, the questions will then be input into the Wondershare Quiz Creator application. Here are the steps to enter the questions into the application.

### 1. Log in to the Wondershare Quiz Creator app

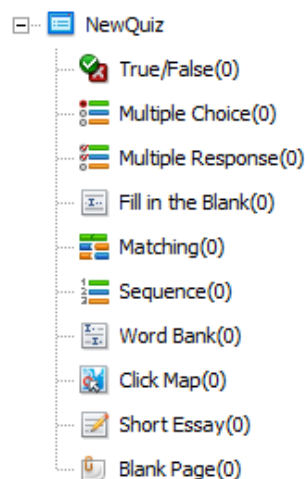


### 2. Go to the App dashboard

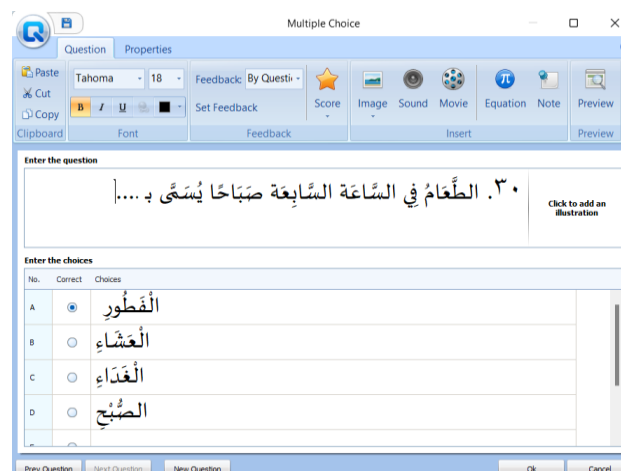




### 3. Choosing the Type of Question You Want



### 4. Enter the Question to be used



## Product Development Results

In the development of the product design of the Arabic *maharah qira'ah* test, this application allows the development of interactive and interesting questions for students.<sup>27</sup> Through the features available in Wondershare Quiz Creator, researchers can design question types, as well as feedback that suits the needs of the *Arabic maharah qira'ah* test.

#### 1) Cover Making

The Arabic qiroah test cover using the WQC application is as follows:

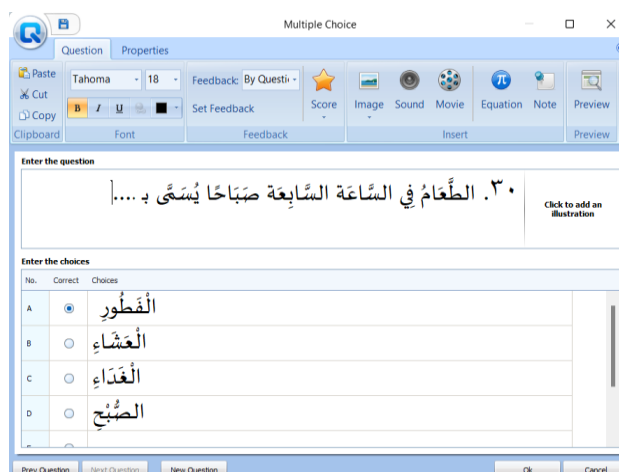
<sup>27</sup> Arif Wiyat Purnanto and Astuti Mahardika, 'Training on Making Interactive Questions with the Wondershare Quiz Creator Program for Elementary School Teachers in Magelang City', *LPM News*, 19.2 (2017), 141–48 <<https://doi.org/10.23917/warta.v19i2.2748>>.



Picture 2. Cover Desain

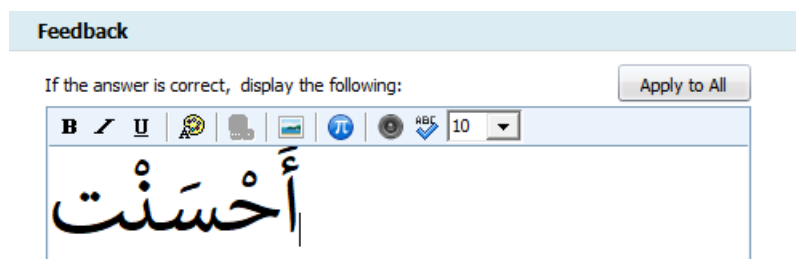
## 2) Preparation of Question Items

Several question models can be designed using the WQC application, the researcher only uses multiple choice with a total of 30 questions. as follows:

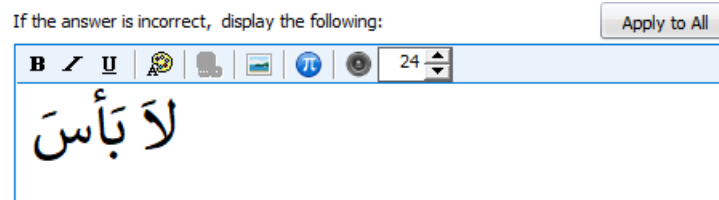


Picture 3. Preparation of Question Items

The app also has features to respond to correct answers and incorrect answer responses.



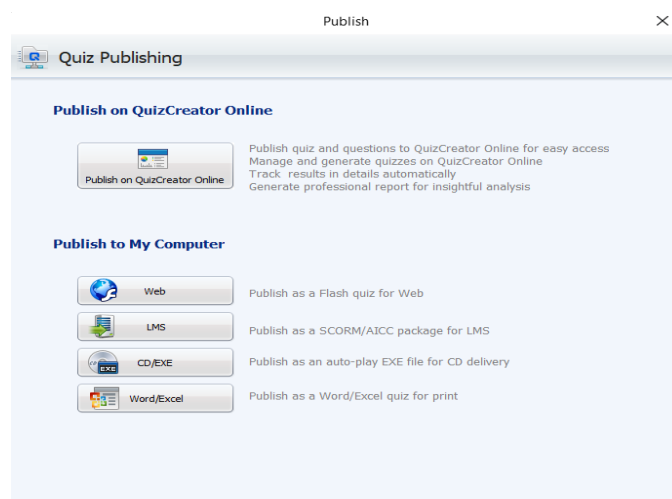
Picture 4. Response to Correct Answer



Picture 5. Response to Incorrect Answers

### 3) Publication of Questions

In general, to publish an Arabic test using the Wondershare Quiz Creator application can be carried out in two modes, namely online and offline. Online publication allows students to access digital tests through an internet connection. Meanwhile, offline publication allows students to take the test without having to connect to the internet. The arrangement of these two publishing processes can be done through the features available in this application. Users can easily set up as needed, such as controlling the test, test duration, and saving results, which can be seen in the following picture:



Picture 6. Publication

At this stage of development, the researcher also conducts expert validation to test the feasibility of media and materials for *the qira'ah maharah test*. The validation of media experts obtained the following feasibility test results:

#### a. *Validity of Subject Matter Experts*

According to the assessment in the field of materials, the average obtained is 30, with a total percentage of 75%, and "feasible/appropriate". This means that a) the content of the questions is in accordance with the learning objectives of *maharah qira'ah*, b) the question material is relevant to the topic "الطعام والشراب", c)

the level of difficulty of the questions is in accordance with the student's ability, d) the language used in the questions is clear and quite easy to understand, and e) the questions can measure *the student's maharah qira'ah* ability well. Information about the final results of the assessment by material experts is presented in the following table:

Table 1. Results of the Recapitulation of Material Experts

No	Material Indicators	Rating Scale			
		1	2	3	4
1	<b>Suitability of material with Basic Competencies (KD) of Maharah Qira'ah</b>				
	1. Question material is in accordance with the KD that has been determined				4
	1) The scope of the material meets the KD indicators				4
2	<b>Accuracy of the material</b>				
	1) The concepts and definitions presented are accurate and up-to-date			3	
	2) Examples given according to the topic "الطعام والشراب"			3	
3	<b>Freshness of material</b>				
	1) The material presented is in accordance with the development of <i>the qira'ah maharah indicator</i>			3	
	2) The references used are up-to-date and relevant sources			3	
4	<b>Prosecution of material presentation</b>				
	1) The material is presented systematically and logically			3	
	2) The flow of thinking in questions is clear and concise			3	
5	<b>Suitability to student characteristics</b>				
	1) Materials and questions according to the level of students' abilities		2		2
	2) Context and illustrations of questions relevant to secondary students				
TOTAL			4	18	8
SUM			30/40X100		
PERCENTAGE			75%		

Information: 1) 00 – 30 % = Not Worthy/Suitable 2) 31 – 60 % = Less feasible/suitable  
 3) 61 – 80 % = Worthy/Suitable 4) 81 – 100 % = Very feasible/appropriate

#### b. Validity of Media Experts

According to media experts, an average result of 37 or 77.08% was obtained with the category "Good/appropriate". This means that: a) the application media meets most of the indicators well, b) The design, features, and use of the application are attractive, interactive, and quite easy to operate, c) The multimedia elements are of high quality and sufficiently support the presentation of questions, d) The application is compatible, accessible, and safe to use with few constraints. The following are the results of the assessment from media experts.

Table 2. Media Expert Validation Results

No	Media Indicators	Rating Scale			
		1	2	3	4
1	<b>Question Display on Wondershare Quiz Creator App</b>				
	a. The app's display design is attractive and easy to use				4
	b. The layout of the questions is neat and organized				4
	c. The use of multimedia elements (Picture, audio, video) is appropriate and quality				4
2	<b>Use of App Features</b>				
	a. Features of the Wondershare Quiz Creator app works well			3	
	b. In-app navigation is easy to understand and operate				
	c. Multimedia elements are able to clarify and enrich the presentation of questions			3	
3	<b>Compatibility</b>				
	a. Wondershare Quiz Creator app is compatible with various devices			3	
	b. Applications can run smoothly on various operating systems			3	
4	<b>Ease of Use</b>				
	a. Instructions for using the app are clear and easy to follow			3	
	b. Students can access and use the app easily			3	
5	<b>Interactivity</b>				
	a. The app provides interactive feedback for students		2		
	b. There are features that support student interaction with questions		2		
TOTAL			4	21	12
SUM			37/48X100		
PERCENTAGE			77,08%		
Information:	1) 00 – 30 % = not good/suitable	2) 31 – 60 % = Not Good/Suitable			
	3) 61 - 80 % = Good/Suitable	4) 81 – 100 % = excellent/appropriate			

### c. *Linguist Validity*

According to media experts, an average result of 48 or 80% was obtained in the category of "good/appropriate". This means that: (a) The use of Arabic is quite appropriate according to the rules of nahwu and sharaf, (b) The selection of Arabic vocabulary is quite appropriate according to the topic "الطعام والشراب", (c) The structure of the Arabic sentences used is quite clear and effective, (d) The instructions of the questions are quite easy for students to understand, (d) The delivery of information in each question item is quite clear, (f) The use of punctuation and spelling in Arabic is quite precise, (g) The Arabic language used is quite in accordance with the level of understanding of the student. (h) The purpose and purpose of each question item is quite easy to understand. The results of the assessment by linguists can be seen in the following table.

Table 3. Linguist Validation Results

No	Language Indicators	Rating Scale			
		1	2	3	4
1	<b>Accuracy of Arabic Usage</b>				
	a. The suitability of the use of Arabic with the correct rules of nahwu and sharaf.			3	
	b. The accuracy of the selection of Arabic vocabulary according to the topic "الطعام والشراب".			3	
	c. Clarity of the Arabic sentence structure used in the question.			3	
2	<b>Effectiveness of Information Delivery</b>				
	a. Ease of understanding of question instructions for students.			3	
	b. Clarity of information delivery in each question item.			3	
	c. Correctness of punctuation and spelling in Arabic (Qawaid Imla)			3	
3	<b>Communicative Language</b>				
	a. The suitability of the language used with the level of understanding of the student.				4
	b. Ease of understanding the purpose and purpose of each question item.				4
	c. Ability to convey a message clearly and straightforwardly.				4
4	<b>Straightforward Language</b>				
	a. Accuracy and concreteness in using Arabic.			3	
	b. There is no double or ambiguous meaning in each item of the question.			3	
	c. The use of Arabic is concise and concise but still clear.			3	
5	<b>Interactive Language</b>				
	a. Suitability of Arabic language to the context of learning.			3	
	b. The ability of questions to provoke active responses from students.			3	
	c. The use of Arabic can build positive interactions.			3	
TOTAL				36	12
SUM				48/60X100	
PERCENTAGE				80,08%	
Information: 1) 00 – 30 % = not good/suitable      2) 31 – 60 % = Not Good/Suitable					
3) 61 - 80 % = Good/Suitable      4) 81 – 100 % = excellent/appropriate					

*d. Test Validity Results Using the Anates Application*

Before the test was developed, the researcher assessed the validity of the question items, the reliability of the test, the level of difficulty and the quality of the deceiver using the Anates application. The results of the correlation of question items can be seen in the following table:

Table 4. Question Item Correlation

Item	Corelation	Significance
1	0.063	-
2	0.236	-
3	0.39	Significant
4	0.55	Very Significant
5	0.179	-
6	0.22	-
7	0.247	-
8	0.426	Significant

9	0.557	Very Significant
10	0.299	-
11	0.571	Very Significant
12	0.4	Significant
13	0.564	
14	0.011	Very Significant -
15	0.247	-
16	0.3	-
17	0.371	Significant
18	0.328	-
19	0.255	-
20	0.388	Significant
21	0.597	Very Significant Very
22	0.684	Significant
23	0.073	-
24	0.597	Very Significant Very
25	0.65	Significant
26	0.313	-
27	0.323	-
28	0.652	Very Significant -
29	0.266	Signifikan
30	0.446	

Table 4 above shows that the results of the correlation of question items using the product moment correlation formula of the Pearson Test Reliability Test show that out of 30 questions there are 15 invalid questions. And after getting the results from the anates, the researcher made revisions for invalid questions. A test will be said to be valid if the  $r$  calculation is greater than the  $r$  Table.<sup>28</sup> The  $r$  value of the Table used as a reference is the value obtained from the distribution table for the significance level ( $\alpha$ ) of 0.05. This shows that there is a 95% confidence level that the results obtained are not a coincidence.<sup>29</sup>

#### e. Test Reliability Test

In the context of measurement and evaluation, the product moment correlation coefficient is used to determine the validity of a test item, i.e. how well a test item can measure accurately.<sup>30</sup> To test the reliability of the test, the researchers used rumaus product moments followed by Gronlund and Lim. The

<sup>28</sup> Fitria Dewi Puspita Anggraini and others, 'Statistical Learning Using SPSS Software for Validity and Reliability Testing', *Basicedu Journal*, 6.4 (2022), 6491–6504 <<https://doi.org/10.31004/basicedu.v6i4.3206>>.

<sup>29</sup> Denai Alqawi, Hapzi Ali, and Achmad Fauzi, 'Determinasi Produktivitas Kerja Melalui Motivasi : Analisis Lingkungan Kerja, Disiplin, Keselamatan Dan Kesehatan Kerja (K3) Terhadap Tenaga Kesehatan RS. Satria Medika Bekasi', *Jurnal Ekonomi Manajemen Sistem Informasi*, 5.3 (2024), 367–80 <<https://doi.org/10.31933/jemsi.v5i3.1827>>.

<sup>30</sup> Miftahuddin and Fithriana AR, 'Correlation between Validity in Evaluation Used in Assessing Student Learning Outcomes and Results of Mathematics MGMP Activities in Pidie Regency', *Journal of Mathematics, Statistics, and Computing*, 4.2 (2008), 76–89 <<https://doi.org/10.20956/jmsk.v4i2.3329>>.

results of the analysis showed: a) Average = 18.39, b) Standard Junction = 3.27, c) XY Correlation = 0.40 and d) Reliability = 0.58

*f. Difficulty Test*

Table 5. Difficulty Level

Item	Correct Amount	Difficulty Level (%)	Interpretation
1	19	51.35	Keep
2	27	72.97	Easy
3	23	62.16	Keep
4	33	89.19	It's very easy
5	21	56.76	Keep
6	11	29.73	It's very easy
7	11	29.73	Easy
8	31	83.78	Easy
9	27	72.97	It's very easy
10	8	21.62	Easy
11	27	72.97	Keep
12	20	54.05	Keep
13	13	35.14	It's very easy
14	6	16.22	It's very easy
15	11	29.73	Keep
16	20	54.05	Keep
17	22	59.46	It's very easy
18	11	29.73	Keep
19	12	32.43	Keep
20	12	32.43	It's very easy
21	35	94.59	It's very easy
22	36	97.3	Easy
23	31	83.78	It's very easy
24	35	94.59	It's very easy
25	33	89.19	Keep
26	20	54.05	It's very easy
27	26	70.27	Very Significant
28	35	94.59	Keep
29	21	56.76	Keep
30	25	67.57	

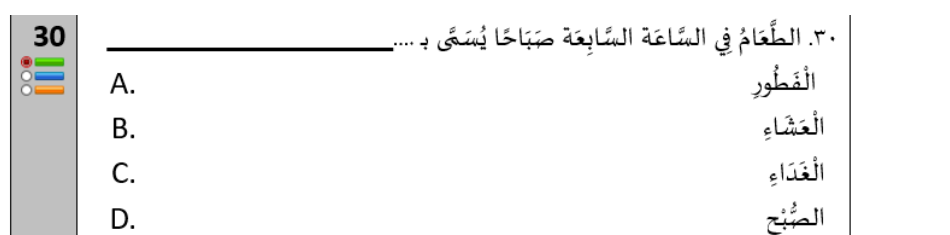
Table 5 above shows that the results of the analysis of the difficulty level of the questions show that there are 7 questions that are included in the very easy category, 5 questions that are included in the easy category, 12 questions that are in the medium category and 6 questions that are in the difficult category. From these results, the researcher revised the question items that were too easy and the difficult ones. Because questions that are too easy do not stimulate students and questions that are too difficult may not be in accordance with the average student's ability.<sup>31</sup>

<sup>31</sup> Wahyudi Maria Resti Andrian, 'Pengembangan Media Pembelajaran Power Point Interaktif Melalui Pendekatan Saintifik Untuk Pembelajaran Tematik Integratif Siswa Kelas 2 SDN Bergas Kidul 03 Kabupaten Semarang', *הנוטע עליון*, 66.1997 (2013), 37–39 <<https://doi.org/10.24246/j.scholaria.2016.v6.i1.p143-157>>.



## Implementation Results

After the researcher revised the question items based on the validity results, the researcher entered the question items into the WQC application. Next, *pre-test* and *post-test* tests are carried out. However, at this stage, the researcher uses offline publications in the form of Microsoft Word applications because of several conditions that do not allow to use online publications, one of which is the limitations of students in accessing the internet through mobile phones. The following are the results of the question items that have been entered into the Wondershare Quiz Creator application and published offline.



Picture 7. Publication of Offline Question Items

The researcher then conducted a response test from Arabic teachers to the design and development of the *qira'ah maharah test* using the QQC application. The response indicator consists of 5 criteria, and each criterion consists of two items so that the total is 40. The results of the teacher's response obtained a score of 92.5%, with the category "Very Feasible".

Table 6. Arabic Teacher Response Results

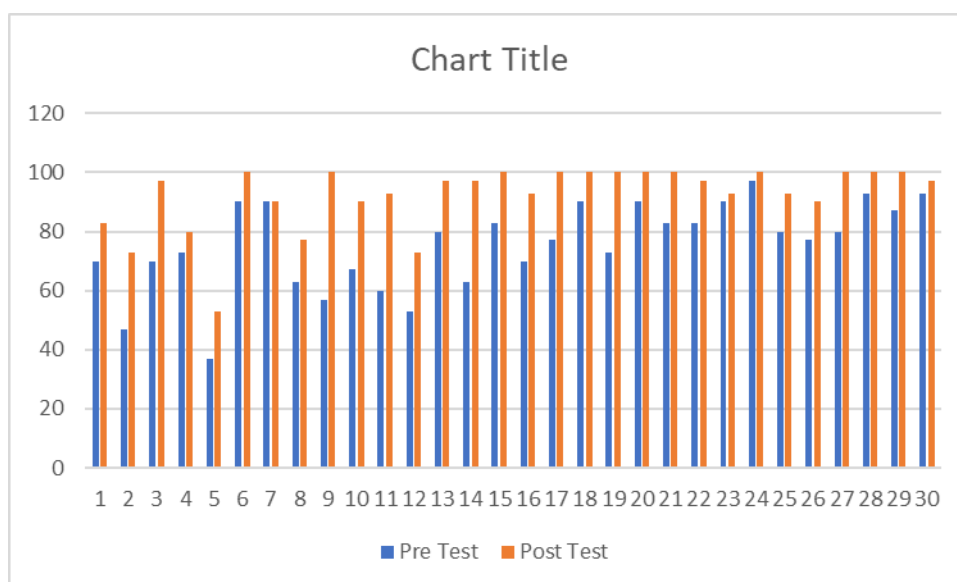
No	Indicator	4	3	2	1
A	Compatibility of questions with <i>Maharah Qira'ah</i> material				
	1) The questions include appropriate indicators of reading skills	4			
	2) The level of difficulty of the questions is according to the student's ability	4			
B	Clarity of instructions and language of questions				
	1) The instruction of the questions is easy for students to understand	4			
	2) The language used in the questions is clear and according to the level of understanding of the students	4			
C	Variations in question form				
	1) There are variations in the form of questions (multiple choice, filling, matchmaking, etc.)			2	
	2) Variations in question forms can measure various aspects of reading skills		3		
D	Using the Wondershare Quiz Creator app				
	1) The question display on the Wondershare Quiz Creator app is attractive and easy to use	4			
	2) Features of the Wondershare Quiz Creator app support <i>Maharah Qira'ah</i> assessment	4			

E	The effectiveness of the evaluation of <i>Maharah Qira'ah</i>			
1)	Questions can measure <i>Maharah Qira'ah</i> learning outcomes	4		
2)	The results of the evaluation can provide accurate information about the student's ability	4		
TOTAL		37		
Percentage		$37/40 \times 100 = 92,5\%$		

Next, a pretest and post test was carried out to measure the increase in *maharah qira'ah* of grade VIII students at MTs Al-Islam Telaga Biru, Gorontalo Regency.

### Evaluation Results

After conducting pre-test and post test trials, the researcher processed the data that had been obtained using the SPSS application. The following is a table of pre test and post test results using the Wondershare Quiz Creator application.



From the diagram above, it can be seen that there is an increase and change in value from pre-test to post-test. The test before using the application resulted in a total score of 2,266, and after using the application resulted in a total of 2,766.

After the researcher obtained the pre-test and post-test results, the researcher conducted a normality test before conducting the T test to determine whether the data followed the normal distribution pattern. The following are the results of the normality test of pre test and post test data.

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.118	30	.200 <sup>*</sup>	.944	30	.113
posttest	.242	30	.000	.732	30	.000

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Picture 8. Normality Test Results

Based on Figure 3, the results of the normality test of pre-test and post-test data showed significance values of 0.113 and 0.000, using the Shapiro-Wilk method because the number of samples was less than 50 people. And it is known that the pre-test score is 0.113 which means it is greater than 0.05. This shows that the data from the pre-test is normally distributed. As for the pro test value of 0.000 which means it is smaller than 0.05 which indicates that the data is not distributed normally, so the researcher used the Wilcoxon test instead of the paired sample t-test. Because the data does not meet the normal distribution requirements, the data cannot be tested using the T test method.<sup>32</sup> Therefore, to ensure the validity of the data collected, the researcher chose to use a nonparametric method, namely the Wilcoxon test.

Related-Samples Wilcoxon Signed Rank Test Summary	
Total N	30
Test Statistic	435.000
Standard Error	46.210
Standardized Test Statistic	4.707
Asymptotic Sig.(2-sided test)	.000

Picture 9. Wilcoxon Test Results

Based on Picture 9, the Asymptotic significance value (2-sided test) of the statistical test is 0.000. Since this value is less than 0.05, there is an overall significant difference between the pre test and the post test. In other words, the significance value obtained is 0.000 rejecting the null hypothesis. And the use of the Wondershare Quiz

<sup>32</sup> Dodi Fahmeyzan, Siti Soraya, and Desventri Etmy, 'Testing the Normality of Monthly Turnover Data of Microeconomic Actors in Senggigi Village Using Skewness and Kurtosis', *Jurnal VARIAN*, 2.1 (2018), 31–36 <<https://doi.org/10.30812/varian.v2i1.331>>.

Creator application for evaluation tests has proven to be effective in increasing students' *qira'ah maharah*. This is evidenced by the results of the pre-test and post-test. The test before using the application resulted in a total score of 2,266, and after using the application resulted in a total score of 2,766.

This research contributes to several important things: (1) This research has produced valid and reliable *Maharah Qira'ah* (Reading Skills) questions using the Wondershare Quiz Creator (WQC) evaluation application, (2) The use of the WQC application has been proven to produce more interesting, interactive, and able to provide comprehensive feedback for teachers and students, (3) In the aspect of improving the quality of Arabic language learning. This study shows that the use of the WQC application can significantly improve student learning outcomes in *maharah qira'ah*, thereby contributing to improving the quality of Arabic language learning.

## Conclusion

The results of this study conclude that (a) the analysis of the needs of the problems faced by teachers and students on the quality of the *qira'ah maharah* questions, can be designed and developed with a simple, interactive, interesting WQC evaluation application and can provide comprehensive feedback for teachers and students. (b) The result of the design, produced 30 multiple-choice questions with the theme of food and beverages, which were valid and reliable. (c) The results of product development, show that the questions of *maharah qira'ah* have become more interesting so that they are good and suitable to use. Development indicators are seen from the existence of text form problems, equipped with Pictures, audio, and also videos. The validation results of the three experts showed that in the material aspect the average score was 37/75%, the media aspect had an average score of 37/77.08% and the language aspect was 48/80%, this showed that it was good, appropriate and feasible. (d) the implementation results show that the teacher scored 92.5%, with the category "very feasible and very valid to be applied in the class of Mts Al-Islam Telaga Biru grade VIII. (e) The results of the evaluation show that there is an increase and change in the score from pre-test to post-test. The test before using the application resulted in a total score of 2,266, and after using the application resulted in a total score of 2,766, so it was significantly Asymp value. Sig. (2-tailed) by 0.000. From these results, it can be concluded that the use of the

Wondershare Quiz Creator application for evaluation tools is very good in making *qira'ah* questions and is effective in improving students' *qira'ah maharah*.

This research can be followed up by exploring the use of the WQC application for evaluation on other Arabic language skills, such as *maharah istima'*, *maharah kalam*, and *maharah kitabah*. The results of this research can also be used as a reference to develop other Arabic language learning content by utilizing technology, such as the development of interactive teaching materials, learning videos, or Arabic language learning mobile applications.

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